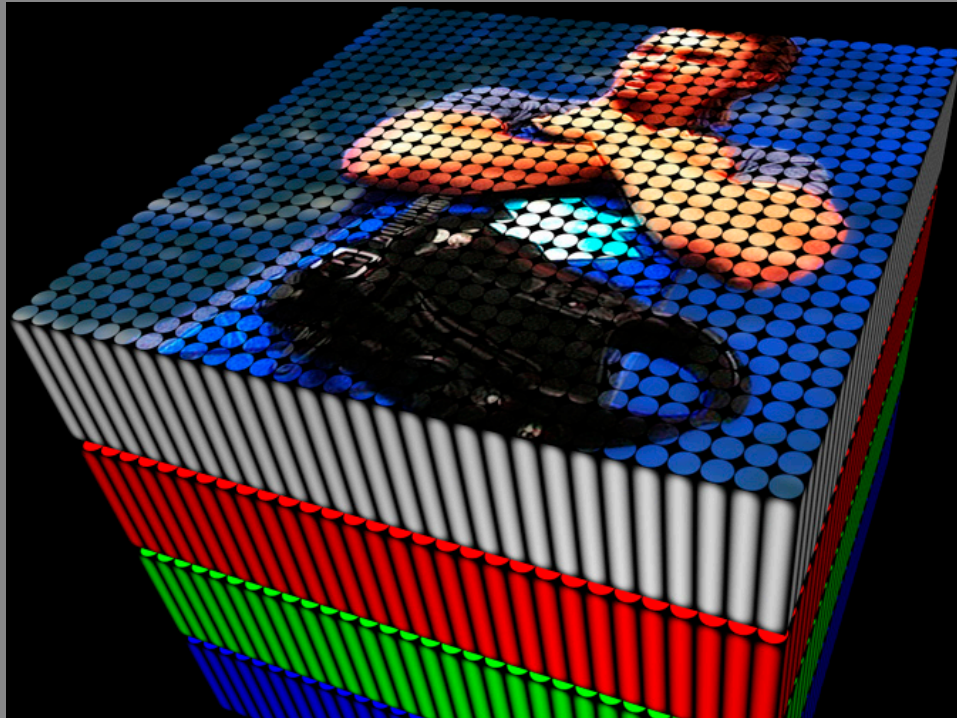


cybercops...



AirDogs

A Guide for Parents and Teachers

LIVE  Wires

CyberCops

In 2004, a Welsh teenager named Phillip posted a number of electronic gadgets on an Internet auction site. The winning bidders sent their payments to his bank account, but they didn't receive the goods. However, they did get taunting emails: "Ha, ha - you've been done."

Phillip began his on-line career when he was sixteen, trading goods legitimately on-line. But when he left high school and couldn't find a job, he decided to make money by selling non-existent goods. In just over a year, he deceived more than one hundred on-line shoppers and netted over £100,000 (about \$200,000).

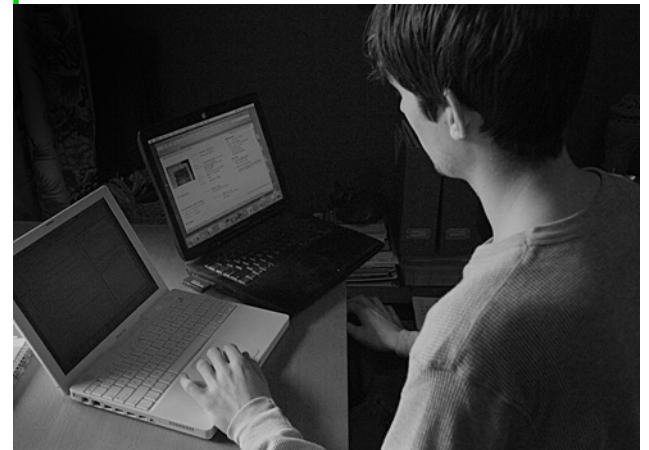
Neighbors in the tiny town of Pontypool noticed that Phillip was living very well for an out-of-work teenager. His bedroom was filled with expensive clothes and electronic gear. One weekend he flew a group of his friends to New York where they stayed in expensive hotels, rode in stretch limos and took helicopter rides over the city.

Phillip made no attempt to hide his illegal activities. His bank account was in his own name and he used his own identity when corresponding with buyers. When customers demanded their money be returned, he emailed them: "My job is to make people look like fools".

When Phillip was arrested, he expressed remorse. He explained that on-line fraud was an "addiction". A recently-married man, he was anxious to turn over a new leaf. Although he could have been jailed for three years, Phillip was sentenced to only 12 months in detention.

But jail made no difference. Shortly after his release, Phillip was caught posing on-line as the nephew of a famous rugby player, with special box seat tickets for sale.

Over 70% of all reported Internet fraud cases take place on Internet auction sites.



Portrait of a Cyberthief

In recent years, the incidence of cybertheft has grown dramatically. In 2000, 75,000 cases were reported to the US Internet Crime Complaint Center. Four years later, more than 200,000 complaints were made in a single year.

This is just the tip of the iceberg: the FBI estimates that only 10% of on-line fraud cases are reported to law enforcement officials. Phillip's case illustrates two key reasons why young people are attracted to Internet fraud.

- 1. Quick Cash.** When Phillip was arrested, he had only £615 in his bank account. He had spent all of the rest in just a year. One of the local police officers commented: "This is a small town without many job prospects for young people. I had the feeling he thought this was his only opportunity to see the world, and he wasn't very concerned about the consequences."
- 2. "Friendship".** Phillip's defense attorney had a different take on the matter. He pointed out that his client had few friends in the small town where he lived. He was sometimes bullied. As news of his sudden wealth circulated, teenagers began to seek him out. These new-found friends accompanied Phillip on his trip to New York. "He used the money to purchase friends."

The AirDogs game was designed to encourage young people to beware of two ways they might be drawn into a cybertheft network. First, they may be persuaded by the money, goods or services they can acquire. Alternately, they may be coerced into becoming involved by older or stronger teenagers.

US Attorney General Alberto Gonzales visited Windmill Springs school in San Jose, CA, while students were testing the AirDogs game. The game illustrates how easily young people can be drawn into fraudulent activities on-line.



Persuasion

A California couple was enjoying a quiet evening at home when there was a sudden knock at the door. Federal agents swept into the home and seized the computer used by the couple's 14-year-old son.

The astonished family learned that the teenager was suspected of initiating a Denial of Service (DOS) attack. Days before, millions of emails had flooded the website of a large corporation, making it impossible for legitimate clients to do business. When FBI agents examined the IP addresses, they found proof that the family's computer was involved in the attack.

The teenager swore that he was innocent. A forensic examination of his hard drive showed that the boy had been communicating with an adult who had offered to send the boy pirated copies of computer games.

But lodged among the files was a Trojan, a malicious piece of code that enabled the hacker to seize control of the boy's hard drive. Then the hacker hooked the family's computer to hundreds of others and used the combined power to launch the Denial of Service attack against a former employer. Although charges were never brought against the teenager, both he and his family were shaken by the experience.

Assistant US Attorney Matt Parrella uses this illustration to drive home a key message: unscrupulous adults use goods that teens covet – especially pirated software – to lure teenagers into a cybercrime network. In most cases it is the teenager, not the adult, who runs the risk of being caught, fined and imprisoned.

Matt Parrella from the Department of Justice's CHIP (Computer Hacking and Intellectual Property) unit warned students about using pirated software. "You don't get medicine from a guy who is selling out of the back of a truck, so why get software from a stranger you meet on-line?"



Coercion

Bullying is a pervasive form of aggression in schools. In 2001, researchers found that 29.9% of students (an estimated 5,736,417 children nationally) experienced moderate or frequent bullying.

With the recent growth of the Internet, it is becoming more difficult to monitor bullying.

- Internet bullying is relentless. A teen who is bullied electronically may receive hundreds of antagonistic emails and cell phone messages every day. If bullies set up a website with humiliating photos and comments, the victim knows that the site may be viewed by people around the world, not just for the next few weeks but for years to come.
- Internet bullying is secretive. Schoolyard bullies run the risk of being seen or overheard by teachers. In contrast, on-line bullies are anonymous. They can escape notice by school authorities and parents.
- Internet bullies may not recognize the damage they cause. Students who bully others at school see the pain they are causing their victims. Students who humiliate another student on-line are blind to the consequences of their cruelty.

On-line bullying can also lead to other forms of aggressive behavior, such as Internet extortion. For example, last year a teenage boy in Vancouver, British Columbia, used the Internet to contact several local gangs. One of the gangs emailed him, offering to protect him if he ever got into trouble.

A week later, the boy's sister was suddenly threatened. The teenager asked for the gang's help in protecting his sister. The gang obliged – and then informed the teen that he owed them two hundred dollars. Their demands escalated week after week, as the boy scrambled to pay. Finally, the boy realized that the gang had set up the threat against his sister purely to extort money from him.

The 2001 study found that 13% of the teenagers who responded had behaved as a bully, while 10.6% had been the target of bullying. Over 6% had been both the bully and the target. "Bullying behaviors among U.S. youth: Prevalence and association with psychosocial adjustment." by T. R. Nansel et al., Journal of the American Medical Association, 2001.



AirDogs was designed to show that cybertheft has life-long legal and social consequences for teenagers and their families. The program has three messages:

- 1. Ethics.** AirDogs helps students to recognize the difference between an ethical and an unethical situation on-line. The game encourages students to make ethical choices, even when the result is painful.
- 2. Protection Strategies.** AirDogs helps students to understand how they may be lured into on-line fraud – through persuasion or coercion – and what they can do to protect themselves.
- 3. Life-Long Effects.** AirDogs illustrates the long-term effects that an illegal act can have on the life of a teenager, as well as his parents and friends.

This Guide introduces the four components of the AirDogs program.

- The Guide begins with a description of the AirDogs game, including the puzzles.
- The next pages of the Guide illustrate Consequences, a class discussion that helps students assess the serious penalties resulting from cybertheft.
- In Confession, a young snowboarding coach describes how he set up a cybertheft ring.
- Finally, this Guide includes a template so students can design a poster with their own Internet safety guidelines.

next steps...

This program also includes a website, www.cybercops.net, which offers three slide shows illustrating how young people can be drawn into cyberfraud, software piracy and extortion.



While they play the game, students write down the answer to each clue in their Detective's Notebook.

TIP: If a computer malfunctions, teachers may want to go back to the same spot in the game quickly. To skip a clue, wait for the dialog box to appear and type the word: skip.

Detective's Notebook

Fill in your answers as you play the game.

Question #1: What detail proves that Exhibit 2 is a pirated disc?

Question #2: What was in Luke's package?

Question #3: Who was responsible for creating the bullying website?

Question #4: What is Terry's bank account number?

Question #5: What is the latitude and longitude of Terry's cell phone?

1. AirDogs



AirDogs

In a “straw poll” taken at a Boston high school, a teacher asked if students had ever cheated someone after an Internet auction. A couple of hands rose. Then students were asked if they had ever used a stolen credit card on-line. Several hands went up.

Finally, students were asked if they had ever downloaded music, movies or electronic games without paying for them. Every hand was raised.

In the discussion that followed, students had many reasons for engaging in property crimes on the Internet. Cybertheft: “I don’t know the victims personally so it doesn’t matter.” Credit card fraud: “The large financial corporations can handle the losses.” Software piracy: “I can’t afford the game.”

The discussion raised a serious concern. How can we persuade young people that on-line property crimes have life-long legal and social consequences?

Our answer was to produce a computer game, based on a true story, so teenagers can see how a minor offense can snowball into a prison sentence. The AirDogs game tells the story of Luke, a teenager who appears to have it all. He is a smart kid, a nationally-ranked athlete and he comes from a loving home. But Luke has a weakness shared by many teens: he is easily manipulated.

As the game begins, Luke has just been arrested for pirating software. When police raided the basement of Luke’s home, they found stacks of discs with a how-to manual for the latest snowboarding tricks. Luke admits he has been duplicating the software in the basement but the police think the fraud is too sophisticated for a young teen. Could some of the older members of the snowboarding team be involved?

Students draw different conclusions about Luke’s behavior. Some think Luke should be let off lightly because older teens bullied him into software piracy. Other students feel Luke deserves punishment because he participated in a cyberfraud for personal gain.



Clue 1

As the game opens we meet Luke, a fifteen-year old who has taken the day off school to go snowboarding. In a video phone message to his Dad, he explains that he is feeling depressed.

Luke has not recovered from the death of his mother the year before. In addition, he was caught pirating software in the basement of the family home. The arrest was made all the more embarrassing by the fact that his dad is a police officer.

Luke's father, Stephen, is with the Royal Canadian Mounted Police. He is working on joint border protection projects with the US Department of Homeland Security. Stephen is caught between his concern about his son's illegal activities and a grudging recognition that Luke has a rare gift with computers.

Challenge. Stephen challenges the players to compare the legitimate disc with one that Luke has burned in the basement. Can you spot the fake?

Solution: Click on the arrows under the legitimate disc to tilt it back and forth until you spot the hologram. Notice that the manufacturer has placed a hologram of the company logo, TL, along the inner rim of the disc. Then use the arrows under the disc that was seized from Luke. The hologram on the pirated disc reads: TJ.

The AirDogs game has three streams of video: from the RCMP office in Quebec, the Homeland Security office in Vermont, and from the video telephones of Luke and Marisol. This represents, in a fictional format, emerging technology in which offices and cell phones can share live video.



Clue 2

Stephen's counterpart in Vermont is Marisol, a by-the-book agent who has been sent in from New York City to step up law enforcement along the US/Canadian border. Marisol is frustrated that she has been assigned to a small border station, when she could be handling more challenging cases.

Stephen calls his son and discovers that Luke is unrepentant about cutting school. He is training intensively with his coach, Terry, hoping he can master some new moves for the AirDogs tournament in Vermont. Nothing his father says can persuade him to return home.

Suddenly, a courier knocks on the door of Luke's dorm room and brings in a package. "Snowboarding gear," Luke tells his father as he stows the package quickly under his desk.

But Stephen is suspicious. He takes an electronic photo of his son that captures the waybill number of the package. Although Marisol feels that the photograph is a violation of his son's privacy, Stephen sends the image off to be analyzed.

Challenge. The photograph reveals that the label has been partially ripped from Luke's package. Only the first few digits of the waybill number are legible. Players must decipher the bar code of the last four digits to get the waybill number – and then find out what the package contains.

Solution: Each vertical band of the bar code represents a discrete number. Students must decode the final four numbers by comparing them to a chart. When they complete the sequence, they check the records from the courier company and find that the package contains two new laptop computers.

Amy Kolb, a teacher at Windmill Springs School in San Jose, California, tested the AirDogs game with students working in small groups. The students completed the game in an hour and fifteen minutes. Afterward, Amy held an hour-long class discussion to ensure that students were picking up the messages of the game.



Clue 3

Stephen is furious. He knows that his son cannot afford to buy two laptop computers, so Luke must have obtained them illegally. Stephen calls his son, but before he can question him, two older teens enter Luke's dorm room.

Taylor and James have encountered the courier on his way out, and have learned that Luke has received a package with two laptops. The older boys demand that Luke hand over his booty. If not, they threaten to post embarrassing photos of Luke and his girlfriend on the Internet. Luke gives in.

Stephen and Marisol disagree on how the problem should be addressed. As a father, Stephen wants to sort out the problem with the bullies privately, Marisol believes that the police should be involved. "Theft. Extortion. These are crimes, whether you are sixteen or sixty."

Stephen orders a search of the dorm rooms of Taylor, James and his son, Luke, asking that their laptops be confiscated. Then he resigns from the case.

Challenge: Students must open Luke's computer by guessing the three icons that Luke has used for his graphic password. If they click on the snowboard, the goggles and the snowboarder, the files will open.

Solution: By opening the emails, students can read Luke's email from Terry, his coach, praising his snowboard skills. They can also read Luke's bank statement, which shows he has almost \$10,000 in the bank. Finally, there is a link to a bullying website with embarrassing photos of Luke and his girlfriend, Jeannette. The logo that runs along the bottom of the final page of the website is the same as on the pirated software: TJ.

Matt Giller, another teacher at Windmill Springs School, used a laptop and projector so his whole class could play the game together. Students completed the game in just over half an hour. Matt then held a fifteen-minute discussion to review the key points of the game.



Clue 4

Marisol is determined to find out who is behind the ring of teenagers who are stealing laptops. Stephen agrees to let the two American agents speak with his son. But Luke refuses to say a word.

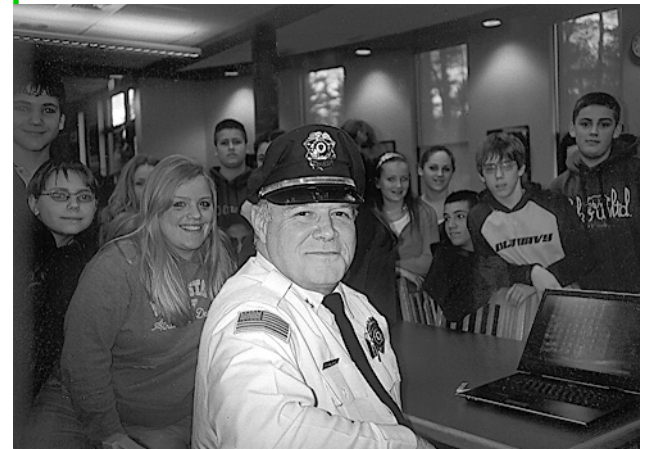
Marisol reveals what her investigation has uncovered. In the past few months, more than \$100,000 worth of stolen laptops have passed through Luke's hands. She has also found Luke's bank account, with only a small portion of that money in it. She reasons that Luke has been forwarding the bulk of the money to someone else. Marisol demands to know the name of Luke's partner.

Stephen is stunned at the magnitude of the theft, but he resents the strong-arm tactics that Marisol is using to get answers to Luke. Angrily, he cuts off the interview.

Challenge: The challenge is to prove there is a financial link between Luke and his partner in the scam. Students are given a photo that the snowboarding coach, Terry, has sent to Luke.

Solution: The photograph shows Terry at the top of a mountain. A 3-D rendering of the photo reveals it is made up of four layers, including bands of red, green and blue pixels. By stripping off the layers one by one, students reveal a message in the Alpha band: Terry has sent Luke an account number from a bank in Boston – along with a cryptic message.

All technologies used in the AirDogs game are based on technical tools used by police agencies. The technical consultant for the game was Chief Lou Pacheco of the Raynham Police Department in Massachusetts. He also tested the game with students in Bristol and Plymouth County schools.



Clue 5

Terry has been using stolen credit card information to buy laptops, which he ships to Luke. Although Luke thinks he has a “job” selling laptops, he is actually fencing stolen property.

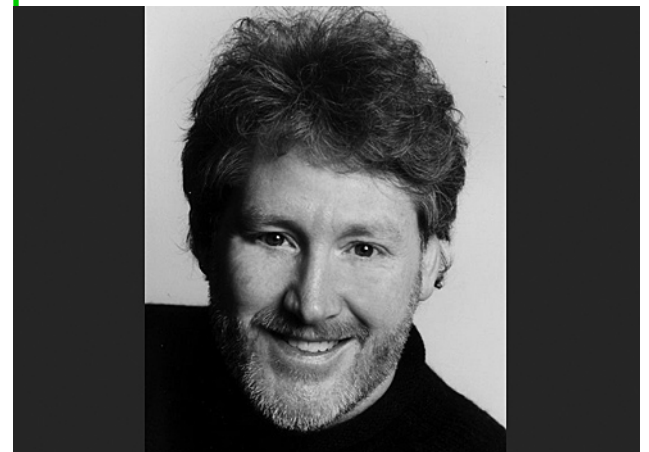
Marisol insists that Luke reveal everything he knows about the cybertheft operation. But Luke is adamant: he will not betray his friend and coach for fear of losing his one shot at the Olympic games. He is shocked to learn that Terry’s promise to put him on the national team was a lie, used to manipulate him into selling the laptops.

Reluctantly, Luke gives his father the cell phone number that Terry has told him to use in case of an emergency. Stephen only hands the information to Marisol when she promises to be lenient with the teenagers who have been caught up in Terry’s network.

Challenge: Terry is snowshoeing along the shore of Lake Memphramagog, hoping to cross the border into Vermont unnoticed. The police will only be able to trace him by tracking the signal emitted by his cell phone.

Solution: Students determine Terry’s location by measuring the time it takes for a signal to go from his cell phone to three cell phone towers. The 3-D model uses colored discs to illustrate the distance. When the distance to each of the three towers has been measured correctly, the map of the terrain rotates, so the intersection of the three discs can be located. This is the spot where Terry will be found.

All of the AirDogs clues were designed by Colin Savage of LiveWires Design. Both an engineer and a professional photographer, Colin has designed specialized software that is used for viewing high resolution aerial and satellite imagery in stereo.



The Arrest

While Marisol and her colleague Charlie pour over their map of the Vermont border, Luke lets slip that Terry will try to escape by crossing into the United States on snowshoes, along the shores of a lake that straddles the border between the two countries.

The Department of Homeland Security tracks Terry with two infrared cameras. One camera is carried by Marisol and Charlie who are combing the forest on foot. Marisol is frantic. She can hear Terry but she cannot see him unless the camera reveals the bright-colored image of a figure snowshoeing through the woods.

A second camera is mounted in a helicopter, which is surveying the terrain along the lake. It sends back black-and-white video. From time to time a figure crosses the screen: turkeys, a wolf, and the police officers hunting on the ground.

Finally, students spot Terry as he makes his way through the forest. When Marisol moves in for the arrest, Terry threatens his Canadian accomplice: “Luke, buddy, remember: if I go down, you go down.”

Challenge: Terry crossed the border by snowshoeing along the shore of Lake Memphramagog from Quebec to Vermont.

Solution: By cross-checking Charlie’s ground-based thermal video with images from a helicopter overhead, students are able to pinpoint Terry’s location and click on it.

The helicopter infrared imaging for the AirDogs game was taken by specialists from the Ontario Provincial Police. They used a lake near Orillia, Ontario to mimic the terrain on the Quebec/Vermont border.



Discussion

Luke:

- When we first met Luke, what dreams did he have for his future as an athlete?
- In order to reach his dreams, Luke had to find the money to buy sports equipment and attend competitions. How did he get the money? What other ways could he have earned the money?
- What was the conflict in Luke's mind when the police asked him for Terry's cell phone number?
- If the police had not found proof of Luke's involvement in the fraud, would Luke have made the decision to tell the police where Terry could be found?

Stephen:

- When Luke's Dad, Stephen, realized that his son was in trouble, he asked his boss to remove him from the case. Why did he do that?
- If he had stayed on the case, what might he have been tempted to do?
- How was Stephen able to help his son, Luke?
- How did Stephen help the other boys who had also been drawn into Terry's cybertheft ring?
- What effect will Luke's behavior have on his father's job as a police officer?

Marisol:

- When we first met Marisol, what did she say about being posted to the Vermont border?
- Marisol was determined to solve the cybertheft case. What did she hope to gain as a police officer? What did she hope to gain personally?
- Why did Marisol ask the prosecutor not to charge the young men involved in the cybertheft ring? Was this the right decision?

In this classroom, students worked in small groups to solve the AirDogs clues. Then the whole class met for a discussion of the ethical issues raised by the game.



Answers

Detective's Notebook

- Question #1:** What detail proves that Exhibit 2 is a pirated disc? *TJ, logo, hologram.*
- Question #2:** What was in Luke's package? *Laptops, 2 laptops, two laptops.*
- Question #3:** Who was responsible for creating the bullying website? *TJ or Taylor and James.*
- Question #4:** What is Terry's bank account number? *#02369257*
- Question #5:** What is the latitude and longitude of Terry's cell phone? *44.942° N 72.215° W*

Consequences

- What evidence proves that Terry used stolen credit cards to buy and ship laptops?
In the message within the photograph, Terry sent Luke the stolen credit card number. Decipher the code by replacing each number with the corresponding letter of the alphabet.
- What evidence proves that Taylor and James were involved in the software piracy scam?
The 'L' in the note on Luke's bulletin board is the same as the 'L' spray painted on Luke's door.
- What evidence proves that Luke participated in the piracy scam and the theft of the credit card numbers?
The photograph of Luke with the discs, the video showing Luke receiving the package, Luke's bank account.

2. Consequences



Consequences

Luke knows he made a serious mistake when he got involved in the software piracy and the credit card fraud. He is willing to pay the penalty. But he needs help to prove that Terry, Taylor, and James organized the crimes.

Challenge: Students put themselves in Marisol's shoes and must decide what charges can be laid against Terry, the bullies and Luke.

Solution: Students review the seven pieces of evidence that were gathered during the game. Most of the evidence points to Luke: the pirated discs, the note on his bulletin board, the waybill information from the courier company and his bank account records all implicate him.

Under careful scrutiny, students may find two clues that can be used to prove that Terry and the bullies organized the criminal networks. If they compare the writing on the note with the graffiti on Luke's door, they will see that the letter L is similar. This handwriting evidence shows that Taylor and James gave Luke instructions for pirating the discs.

If students review the photograph of Terry, they will see not only Terry's bank account number, but also an encrypted message. By comparing the number/letter encryption with the credit card number on the bottom of the waybill, they will realize that Terry has provided Luke with the credit card number he has used to order the laptop computers.

The class discussion focuses on the tactics that Terry and the bullies have used to persuade Luke to become involved in their criminal activities. Terry has used persuasion – free coaching, money, and snowboarding gear - to draw Luke into a cybertheft ring. The two bullies have used threats and humiliation to force Luke to take the fall for their software piracy.

To read about one way that this lesson can be taught, go to our website www.cybercops.net and click on Best Practices.



Discussion

Persuasion:

- Terry obtained laptops by using stolen credit card information. How did Terry persuade Luke to receive and resell the laptops?
- Why did Terry think it was important to have teenagers perform these tasks for him?
- If Luke had not wanted to become involved in the cybertheft ring, what could he have said or done?
- Luke says he thought Terry was giving him a job selling laptops. What responsibility did Luke have to investigate what Terry was doing?
- What consequences will Luke suffer because of his role in the cybertheft ring?

Coercion:

- Taylor and James were the oldest members of the snowboarding team, and Luke was the youngest. How did Taylor and James treat Luke? Why?
- How did Luke respond to the bullying in his dorm room? How did he respond to the bullying website? What made the website particularly painful?
- Did Luke respond to the bullying in an effective way? How might Luke have acted differently to stop the bullying?
- Why did Luke decide to help Taylor and James with the software piracy? What part did Luke play in the piracy? Why did Taylor and James want Luke to play this role?
- What consequences will Luke suffer because of his role in the software piracy and the cybertheft ring?

Each class solves the Consequences challenge in its own unique way. Sometimes students collaborate to find the answers. In other situations, a single student will have a sudden “brainwave”.



Consequences

Luke claims that Terry, Taylor and James “set him up”. Examine the evidence and decide if this is true.

- What evidence proves that Terry used stolen credit cards to buy and ship laptops?

- What evidence proves that Taylor and James were involved in the software piracy scam?

- What evidence proves that Luke participated in the piracy scam and the theft of the credit card numbers?

3. Confession



Confession

Kyle had everything going for him. After a stint as a top-ranked snowboarder, he was invited to become a coach. During the winter he travelled to ski resorts, searching for promising young athletes. During the summer he lounged on Cape Cod.

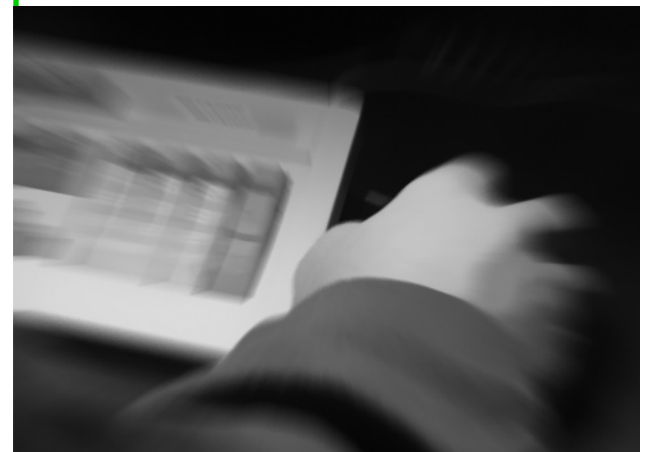
After a day on the slopes, Kyle liked to spend his evenings in Internet chat rooms. He met many young programmers searching for ways to make a fortune. So Kyle and three of his Internet buddies hatched a scheme to hack into corporate websites. Kyle's job was to sift through thousands of credit card numbers and find those with limits over \$100,000. Then, he used those numbers to purchase thousands of dollars worth of laptop computers.

Kyle needed to isolate himself from police scrutiny, so he trolled the Internet for teenagers who would agree to receive the stolen laptops and reship them to a third party. From time to time one of the teens would be arrested, but Kyle didn't care. "I figured the kids would only get a two-year jail sentence. I could always go on-line and find another teenager who wanted to make some fast money."

Kyle's luck ran out when he took a train from New York to Montreal. At the border, an officer with the Royal Canadian Mounted Police searched his luggage and spotted a notebook filled with encrypted credit card numbers. Within minutes Kyle was hustled back to the United States and placed in the hands of the US Border Protection Service.

On his release from jail, three years later, Kyle permitted his story to be used in the creation of the AirDogs game.

After he was arrested for fraud, Kyle skipped bail. He hid out in an apartment owned by a friend, and spent hours on-line. He was eventually caught by federal marshals and taken to Boston to face the accumulated charges.



Discussion

- **What charges could be laid against Kyle?**

Kyle is not just liable for one count of fraud. He faces the possibility of one count for every victim or every fraudulent credit card activity that can be proved. Since he is being charged in the United States, Kyle could face both state and federal charges.

- **How did prison change Kyle's life?**

Kyle's life as a snowboard coach offered him a great deal of freedom. But from the moment he was arrested, Kyle had dozens of people telling him what to do: the police, prosecutors and correctional officers. His entire day was regulated from waking to sleeping, week after week.

- **What were the financial costs of committing this crime?**

Kyle had to pay the fees of his defense attorney. He also had to compensate victims for their financial damages and economic losses. He will have to pay income tax on money acquired through fraud (plus interest!) The police could seize his computer, car and stereo.

- **What were the personal costs of committing this crime?**

After Kyle left prison, he discovered that his life had changed dramatically. His old friends no longer sought him out. He had trouble finding a girlfriend, because sooner or later he had to explain where he had spent the last three years. And two years after his release, Kyle has never found a job that brings him the satisfaction he experienced as a snowboarding coach.

next steps...

At the end of this Guide is a template so students can design their own AirDogs posters, with three guidelines about fraud, piracy and bullying.



Students read Confession and then discuss how Kyle's brief, six-month foray into cybertheft brought a lifetime of consequences.

4. Internet Safety Plans



Internet Safety Plans

AirDogs is a game about temptation – and the will to resist it. The challenge of the program is to encourage young people to make responsible choices in their on-line behavior, even when they might profit from acting unethically.

Each of the three segments of the AirDogs program ends with a class discussion that invites students to look beyond the immediate gains of becoming involved in cyberfraud.

- **Ethics.** At the conclusion of the AirDogs game students discussed the sacrifices that each character made to act ethically. Luke gave up his dream of Olympic glory. His father, Stephen, ran the risk of losing his job in order to support his son. Marisol gave up a promotion to give a second chance to the young men who participated in the cybertheft network.
- **Protection Strategies.** At the end of the Consequences activity, students discussed strategies they could use to protect themselves from becoming involved in cybertheft. How could Luke have responded when Terry offered to exchange money and coaching for Luke's participation in the cybertheft ring? What should Luke have done to distance himself from the bullies?
- **Life-Long Effects.** After reading the Confession interview with Kyle, the real-life cybercriminal, students discussed the effects that prison had on his life: three years wasted in prison; the loss of his coaching career; and the embarrassment he caused his family.

While testing the AirDogs game in schools across the United States and Canada, we concluded the program by asking students to write an Internet Safety Plan with their personal guidelines for using the Internet responsibly.

Students from Windmill Springs School in San Jose, CA, wrote up their Internet Safety Plans at the end of a two-day evaluation of the AirDogs program. The official poster for the AirDogs game was designed using the guidelines written by several of these students.



AirDogs



PROTECT YOURSELF

1

2

3